

BUTLER SCHOOL DISTRICT

**Grade 8
Choir Curriculum**

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Adapted from:
New Jersey Student Learning Standards

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AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and

targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

VISION

Over the course of their experience at Richard Butler School, students will embrace their unique talents, cultivate a passion for exploration, and develop the skills needed to thrive in a dynamic and diverse world.

COURSE OVERVIEW:

This course is designed to ignite a passion for singing and foster a deep appreciation for the art of choral performance. Students will explore various genres, refine vocal techniques, and build a sense of camaraderie through the magic of harmonies. Assessment will be based on active participation, individual and group performances, vocal progress, and an understanding of musical concepts. The focus will be on personal growth, collaboration, and the joy of making music together.

UNITS

This course is composed of four ongoing units which may be used interchangeably throughout the year.

1. *Creative Process*: The learner will be able to demonstrate an understanding of the elements, principles and performance of vocal music as well as basic ear training, music notation and music theory.
2. *History of the Arts and Culture*: The learner will be able to understand the role, development, and influence of music throughout history and across cultures.
3. *Performance*: The learner will be able to perform vocal selections from various genres of music through the use of vocal exercises and repertoire.
4. *Aesthetic Responses & Critique Methodologies*: The learner will be able to demonstrate and apply an understanding of vocal music with the ability to analyze such works. Students will critique concerts and offer suggestions on how to improve the performances.

SCOPE AND SEQUENCE
(Pacing Guide)

Module	Estimated Time
Trimester 1- December Concert	12 weeks
Trimester 2- February concert	12 weeks
Trimester 3- May Concert	12 weeks

CONTENT STANDARDS (Across content areas and including Career Readiness, Life Literacies, and Key Skills)

New Jersey Student Learning Standards-Language Arts (2023):

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards-Visual and Performing Arts, Music (2020):

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS STANDARDS

New Jersey Student Learning Standards 2020:

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. •

9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. •

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. •

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. •

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. •

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. •

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.8.IML.10: Examine the consequences of the uses of media

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. •

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. •

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

MODULE TITLE

Trimester of Choir (I,II,III)

MODULE SUMMARY

The students will learn about singing and work on pieces that they will perform at the end of the trimester

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> *Reading music notation promotes improved musicianship and performance. *Elements of music notation translate from page to the voice/body *Pieces from different time periods call for stylistic performance accuracy. *Placement of the voice changes depending on the style of a piece. *Performing varied music styles make for a more tasteful concert. *Technology changes the way we perform and listen to music. *Using the voice stretches beyond singing pieces of music. *Expressing one's self is crucial to life and adulthood. *Aesthetic elements and details are vital in performance. *Mistakes and errors are important to learning growth. *Composing music is an integral part of learning the inner workings of music literature. *Students can learn from listening to other choirs perform. *Students can learn from positive criticism *Aesthetic elements and details are vital in performance. 	<ul style="list-style-type: none"> *Why is reading music such a crucial component to singing? *What important musical elements should one look for in a piece of music? *How can reading music benefit the sound of an ensemble? How has technology changed the way we listen to and perform music? *What is "historically and stylistically accurate"? *Why study the history of music and understand the different genres? *What elements of music and performance can be applied to a piece to make it stylistically accurate? *How does music history affect expression? *What qualities does a healthy voice possess? *What brings a piece of music to a new level of expression and musicality? *Why is it important to connect to an audience? *How can you be a leader in a chorus of many? *What life skills can one learn from performing? *How is performance outcome influenced by confidence? *How can we improve our sound? *What makes one artist more articulate than another? *What differences do you hear in the choirs listened to?
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STUDENT LEARNING OBJECTIVES

Students are learning about basic music theory elements.
Students are learning how to notate and make music.
Students will make meaningful connections between music and their personal experiences
Students will learn how to sing in sections and in full choir
Students will learn how to perform
Students will compare music passages
Students will learn how culture and context inform music

SUGGESTED ACTIVITIES

- *Mental and vocal imagery
- *Practice/perform warm-ups and rehearsals
- *Practice major and minor scales
- *Teacher modeling and explanation
- *Development of aural skills
- *Sing a variety of choral repertoire from all centuries
- *Teacher guided listening samples
- *Discuss and explain technological advances and their effect on present day music styles
- *Mental and vocal imagery
- *Listen to and evaluate other vocal qualities of other performers and ensembles.
- *Sing/perform for each other individually or in groups.
- *Perform and observe conducting gestures.
- *Perform for school functions.
- *show professionalism and decorum throughout rehearsals and performances.

*Listen to various choral works and compare through group discussion *Brainstorm on likenesses and differences in vocal selections *Small group discussions on students likes and dislikes of the musical selections	
ASSESSMENTS OF LEARNING	
Formative Assessments: Teacher Observation Student discussions Student demonstrations Peer Assessment Participation Lesson critique	Summative Assessment: Performance- individual Performance- Ensemble Full Choir Concerts
Benchmark Assessment: Group Critiques Portfolio recordings	Alternative Assessments: Performing in an alternate venue Recordings of student Part Tests Listen to recordings and critique
INSTRUCTIONAL RESOURCES	
Scales, Warm-up material File and new music Video, audio recordings Method books	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
See Appendix A	

Appendix A

Special Education:

Provide modified notes and access to extra copies online
 Provide oral reminders and check student work during independent work time
 Model skills/techniques to be mastered
 Check and sign assignment planner
 Preferential seating
 Pair visual prompts with verbal presentations
 Modified or scaffolded homework and classwork
 Extended time as needed
 Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
 Pair visual prompts with visual presentations

Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers